

Lockport Middle and High Schools
Understanding and Teaching with the Common Core Learning Standards



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2011-2012

Outcomes:

Day 1: Race to the Top: A Means, Not an End

Outcomes:

- Teachers will begin to develop a fluency with the Common Core Learning Standards for English Language Arts
- They will consider the 6 Big Instructional Shifts that underpin the CCLS
- They will unpack a model unit, consider how it aligns to the CCLS, and select or create a unit design framework of their own.

Day 2: Unit Design and Peer Review

Outcomes:

- Teachers will design a unit that is aligned to the CCLS
- They will engage in peer review and use the feedback they are provided to improve the quality of the units designed

This handout, additional resources and an archive of support materials may be found online here: <http://tinyurl.com/6cb9she>

As a member of this team, the best contributions that you make will arise from what you are uniquely passionate about as a professional. Your experiences (the things that you have done) and your expertise (the things you've become better at over time) make you a valuable contributor to our work. Please take some time to reflect on these qualities before we begin. Feel free to add to this list as our work together unfolds.

My professional passions include....	My experiences have taught me.....
These are my areas of expertise.....	This is what I'd like to know more about.....

Name: _____ Grade: _____

Gaining Fluency with the Common Core Standards
Secondary Level Pre/Post Assessment

Pre-Assessment	Post-Assessment
<p>Describe what you already know about the following components of the CCLS:</p> <ul style="list-style-type: none">✓ The purpose of the standards✓ How the CCLS compare to the CCSS✓ Anchor Standards✓ Strands✓ Grade Level Specific Performance Indicators	<p>Describe how your thinking about the different components of the CCLS changed today.</p>

Your Name:_____ **Grade Level:**_____

An Overview of the Race to the Top Initiative

As you consider the information presented, please use the organizer below to capture your thinking.

These are the most important thing that I learned.....	This is what surprised me.....
This is where I need clarification.....	I used to think....but now I think.....

Name: _____ Grade Level: _____ Date: _____

Common Core Learning Standards: Beginning Gap Analysis

The standards are articulated through the following STRANDS, which are comprised of the following COLLEGE AND CAREER READINESS ANCHOR STANDARDS.

The COLLEGE AND CAREER READINESS ANCHOR STANDARDS correspond to the GRADE-SPECIFIC STANDARDS.

As you explore each STRAND and its aligned COLLEGE AND CAREER READINESS ANCHOR STANDARDS, please follow these steps:

1. Use the page numbers listed to turn to and review the COLLEGE AND CAREER READINESS ANCHOR STANDARDS.
2. Use the page numbers listed to turn to and analyze the GRADE SPECIFIC STANDARDS.
3. Use the coding system below to notate which GRADE SPECIFIC STANDARDS your current curricula seems to address and those you need to design curricula to address. Add these annotations to the box for each GRADE LEVEL SPECIFIC STANDARD below.

- ✓ My current curricula seems to meet this standard
- ? I may need to enhance rigor or consider adding specific concepts/content/skills in order to align with the standard
- X My current curricula does not yet meet this standard

STRAND	SECTION OR CCR ANCHOR STANDARDS	BEGIN ON PAGE	GRADE LEVEL SPECIFIC STANDARDS										
READING	COLLEGE AND CAREER READINESS STANDARDS	K-5: PAGE 16 6-12: PAGE 46											
	GRADE SPECIFIC READING STANDARDS FOR LITERATURE	K-5: PAGE 18 6-12: PAGE 48	1	2	3	4	5	6	7	8	9	10	11

STRAND	SECTION OR CCR ANCHOR STANDARDS	BEGIN ON PAGE	GRADE LEVEL SPECIFIC STANDARDS										
READING	COLLEGE AND CAREER READINESS STANDARDS	K-5: PAGE 16 6-12: PAGE 46											
	GRADE SPECIFIC READING STANDARDS FOR INFO. TEXT	K-5: PAGE 21 6-12: PAGE 51	1	2	3	4	5	6	7	8	9	10	

STRAND	SECTION OR CCR ANCHOR STANDARDS	BEGIN ON PAGE	GRADE LEVEL SPECIFIC STANDARDS										
READING	COLLEGE AND CAREER READINESS STANDARDS	K-5 ONLY: PAGE 16											
	GRADE SPECIFIC READING STANDARDS: FOUNDATIONAL SKILLS	K-5 ONLY: PAGE 23	1	2	3	4							

STRAND	SECTION OR CCR ANCHOR STANDARDS	BEGIN ON PAGE	GRADE LEVEL SPECIFIC STANDARDS										
WRITING	COLLEGE AND CAREER READINESS STANDARDS	K-5: PAGE 26 6-12: PAGE 55											
	GRADE SPECIFIC WRITING STANDARDS	K-5: PAGE 28 6-12: PAGE 57	1	2	3	4	5	6	7	8	9	10	11

STRAND	SECTION OR CCR ANCHOR STANDARDS	BEGIN ON PAGE	GRADE LEVEL SPECIFIC STANDARDS										
SPEAK/ LISTENING	COLLEGE AND CAREER READINESS STANDARDS	K-5: PAGE 32 6-12: PAGE 64											
	GRADE SPECIFIC SPEAKING AND LISTENING STANDARDS	K-5: PAGE 33 6-12: PAGE 65	1	2	3	4	5	6					

STRAND	SECTION OR CCR ANCHOR STANDARDS	BEGIN ON PAGE	GRADE LEVEL SPECIFIC STANDARDS										
LANGUAGE	COLLEGE AND CAREER READINESS STANDARDS	K-5: PAGE 36 6-12: PAGE 68											
	GRADE SPECIFIC LANGUAGE STANDARDS	K-5: PAGE 37 6-12: PAGE 69	1	2	3	4	5	6					

STRAND	SECTION OR CCR ANCHOR STANDARDS	BEGIN ON PAGE	GRADE LEVEL SPECIFIC STANDARDS									
LANGUAGE	COLLEGE AND CAREER READINESS STANDARDS	K-5: PAGE 36 6-12: PAGE 68										
	GRADE SPECIFIC LANGUAGE STANDARDS	K-5: PAGE 37 6-12: PAGE 69	1	2	3	4	5	6				
STRAND	SECTION OR CCR ANCHOR STANDARDS	BEGIN ON PAGE	GRADE LEVEL SPECIFIC STANDARDS									
READING IN HISTORY/SSSC IENCE/ TECH STUDIES	COLLEGE AND CAREER READINESS STANDARDS	6-12 ONLY: PAGE 76										
	GRADE SPECIFIC STANDARDS	6-12 ONLY: PAGE 77	1	2	3	4	5	6	7	8	9	10
STRAND	SECTION OR CCR ANCHOR STANDARDS	BEGIN ON PAGE	GRADE LEVEL SPECIFIC STANDARDS									
WRITING IN HISTORY/SSSC IENCE/ TECH STUDIES	COLLEGE AND CAREER READINESS STANDARDS	6-12 ONLY: PAGE 79										
	GRADE SPECIFIC STANDARDS	6-12 ONLY: PAGE 80	1	2	3	4	5	6	7	8	9	10

INDICATORS OF 21ST CENTURY SKILLS

Alignment

Modeling a Process for Unwrapping the Standards and Articulating Meaning

1. Approach each standard for your grade level one at a time.
2. Locate the **EXPLICIT** or stated expectations of the standard by:
 - Underlining the KEY CONCEPTS AND CONTENT (nouns or noun phrases that indicate what students must know)
 - Circling the CRITICAL SKILLS (verbs that indicate what students must be able to do)
3. Determine **IMPLICIT** expectations and articulate them as detailed concepts/content and skills by:
 - Analyzing and coming to an agreement about additional key concepts that students must know and critical skills that students must perform in order to meet the expectations of the standard.
4. Articulate what each standard means by defining explicit AND implicit content and skills using the graphic organizer structure provided.

Example:

STANDARD: RL.K.1 With prompting and support, ask and answer questions about key details in a text.	
UNWRAPPED STANDARD: With prompting and support, <u>ask</u> and <u>answer</u> <u>questions</u> about <u>key details in a text</u> .	
CONCEPTS and CONTENT: Questions Key details in a text: <ul style="list-style-type: none"> • Main character • Setting • Problem • Main idea 	SKILLS: Prompt to Ask (questions) Prompt to Answer (questions) Prompt to Identify (key details in a text)

Your Turn:

Work with Your Assigned Group to Unwrap and Clearly Articulate the Deeper Meaning of the Standards Assigned to You.

For each standard that you unwrap, please develop a graphic organizer like the one provided above.

When your work is complete, please email it to Angela Stockman at stockmanangela@gmail.com

Standards Assigned	Pages to Reference	Groups
Reading Standards for Literature 1-11	Standards begin on pg. 18	A
Reading Standards for Informational Text 1-10	Standards begin on pg. 21	B
Foundational Reading Skills 1-4	Standards begin on pg. 23	C
Writing Standards 1-11	Standards begin on pg. 28	C
Speaking and Listening Standards 1-6	Standards begin on pg. 33	A
Language Standards 1-6	Standards begin on pg. 37	B

Name: _____ Grade Level: _____

Reflecting on David Coleman's Introduction to the ELA Common Core Learning Standards

What did your thoughts align with Coleman's?

Where would you question him?

What will you aspire to, given these new perspectives?

What further support will you need?

Approaching Close Reading and Higher Level Questioning: Adapted from the work of Jim Burke

Applying Comprehension Strategies	Taking a Position
<p>Predicting: I predict that _____ If x happens then _____ Because x did y, I expect _____ I'm wondering if x _____</p> <p>Connecting: X reminds me of _____ X is similar to y because _____ X is important to y because _____</p> <p>Inferring: X is _____ so this means _____ Earlier, we learned _____, so this suggests _____ X causes Y as a result of _____, which demonstrates _____</p> <p>Summarizing: The main idea is _____ The author's point of view is _____ The author's purpose is to _____ We read this because _____</p> <p>Evaluating: The point made is valid/invalid because _____ The strengths of this piece are _____ The text/author does not do a good job of _____ What's most important about this is _____</p> <p>Analyzing the Text: The author uses _____ for the purpose of _____ The author assumes _____ and I agree/disagree _____ These particular features of the text clarify/convolute meaning _____</p> <p>Clarifying: This is what the author is really saying _____ Given that _____ happened, the author is trying to _____ X is not _____ but is instead _____</p> <p>Synthesizing: These factors suggest _____ Initially, we/I thought _____, but after learning _____, I now think _____ It's not a question of x but rather of y because _____</p>	<p>Agreeing: Most will agree that _____ I agree with the suggestion that _____ and this evidence supports that as well.</p> <p>Disagreeing: I would challenge x's point about y because _____ I would argue that _____ because _____ X claims y, but we've learned that _____ so _____ While x suggests y, this evidence disproves that _____</p> <p>Agreeing and Disagreeing: I agree that _____ I challenge y because _____ I share x's belief that _____ but question _____ because _____ I agree with _____ but question how that belief helps us resolve _____</p> <p>Arguing to Enlighten: X is happening, but it is not y but z that is causing it to happen. While x is true, I would argue y, because of z. Previously, we understood x to be the most important factor, but y has changed, having this effect _____. I'm noticing this relationship _____ which changes previous notions about _____.</p> <p>Provoking Action: We've learned x, so we must do _____ In order to do y, we must learn more about x. We used to think x, but now we realize y. Let's plan how we will use this information to do z.</p>

EXPLORING A MODEL UNIT:

The model unit articulated on the pages that follow will be informed by a brief presentation. Use the prompts provided here to guide your reflections, and be prepared to share your thoughts upon conclusion.

How does this unit compare to the units that you have designed for your own classroom?

How does it contrast?

What questions do you have about the design of this unit?

What questions do you have about the way instruction was planned and managed?

What questions do you have about the inclusion of 21st century skills?

What specific things might you upgrade in your own practice or curricular design session, based upon what you learned?

What specific support will you need as we move forward this week and throughout the year?

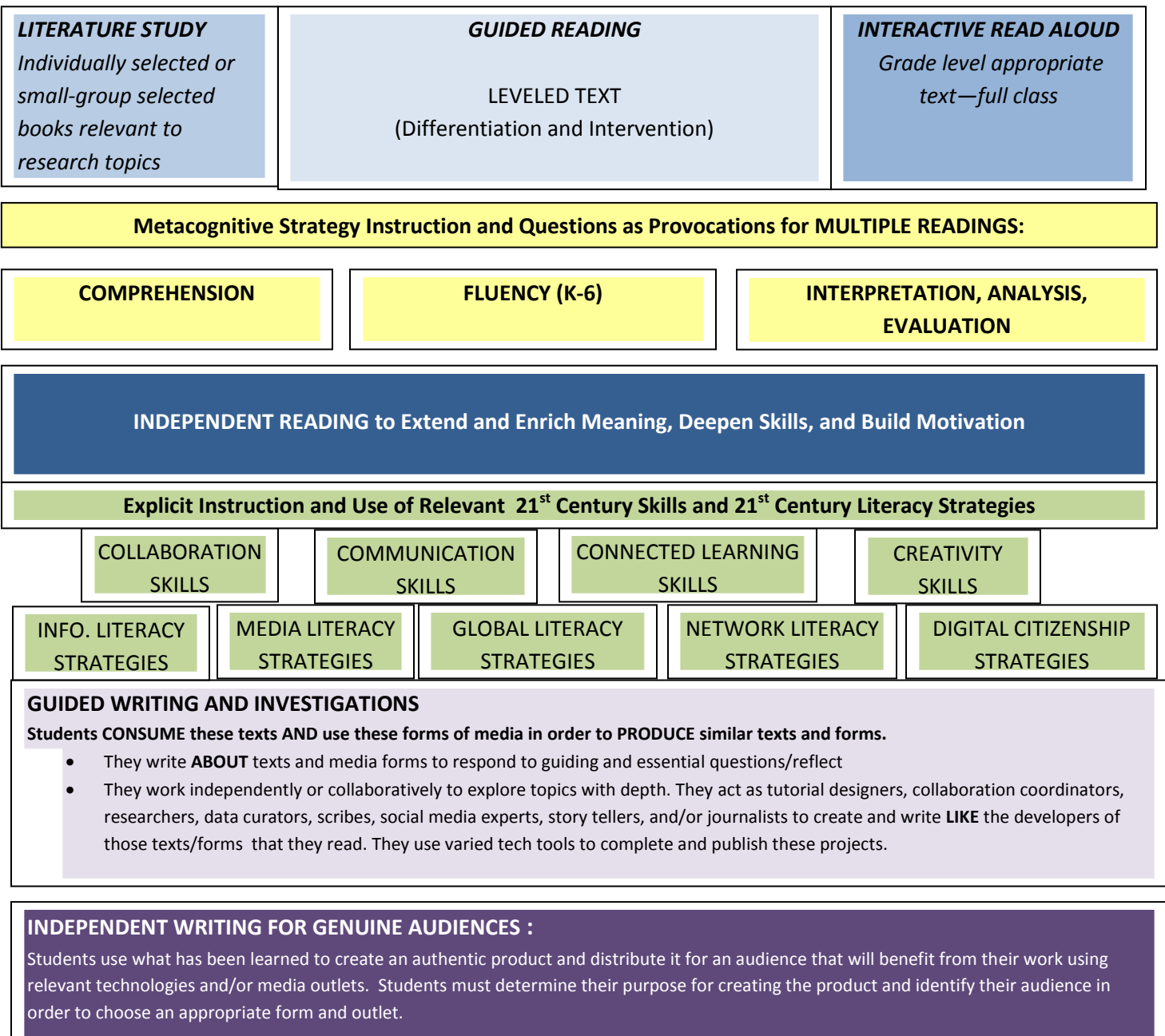
EXPLORING A MODEL UNIT

ORGANIZING CENTER=THE RESEARCH PROCESS

ESSENTIAL QUESTIONS THAT STUDENTS MUST ENGAGE IN INQUIRY AROUND= CONTENT+21ST CENTURY SKILLS

Examples:

- How do researchers use what they learn to help others?
- As researchers, how do we find out which facts are most important?
- Which tools can connect us to those we might learn from best?
- Which tools can help us find and organize these facts best?
- How can we share our research in ways that will matter to others?
- When does it make sense to revise our thinking and work?
- What did we learn that we didn't expect?



Please work with your team to articulate how the model unit is aligned to the CCLS.

Use This Example to Inform Your Notation Process:

RL. 6. 1 = Reading Literature. Grade Six. Standard 1

Reading Literature (RL)

Reading Informational Text (RI)

Writing (W)

Reading: Foundational Literacy Skills (RF)

Listening and Speaking (LS)

Language (L)

Work with Your Grade Level Team to Design Your Own CCLS Aligned Unit

Please use the template provided to guide your work.

Then, submit your completed copy to Angela Stockman at stockmanangela@gmail.com

Feedback will be provided, as per SED's guidelines, and you will use this feedback to make revisions.

UNIT RATIONALE:

What is the Organizing Center of this Unit?

Measurable Learning Targets: What will students know and be able to do by the end of this unit?

Essential Questions:

ALIGNMENT OF INSTRUCTIONAL MOMENTS, PURPOSES, AND RESOURCES

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING		
LITERATURE STUDY		
INTERACTIVE READ ALOUD		

MOMENT:	PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS:	USING THESE RESOURCES:
INDEPENDENT READING		
GUIDED WRITING		
INVESTIGATIONS		
INDEPENDENT WRITING		

Which 21st Century Literacy Skills and Strategies Will Learners Use?

What Will Learners Create and Share with Authentic Audiences?

Alignment to the ELA Common Core Learning Standards

Use This Example to Inform Your Notation Process:

RL. 6. 1 = Reading Literature. Grade Six. Standard 1

PEER REVIEW OF A MODEL UNIT

Directions:

Please read the unit provided to you and formulate warm and cool feedback about each of its dimensions.

WARM FEEDBACK does not compliment. Rather, it speaks to the plan's strengths, using very specific criteria.

Example:

"Your essential questions are engaging and encompassing. You provide a good example of how ONE expansive essential question prompts thinking around several smaller ones."

Non-Example:

"I really like how the kids are going to use research. That's so important."

COOL FEEDBACK does not provide directives or state what is "wrong" with the plan. Rather, it is provided in the form of questions that can prompt deeper thinking, more detailed work, and when necessary, revision.

Example:

"I am wondering what you expect learners to DO with main idea. Do they simply have to identify one, or does the standard command them to develop one in their own writing?"

Non-Example:

"That's not an essential question. It's a guiding question. You need to change it."

OPTIONAL RESOURCES AND TOOLS THAT WE MAY USE

Formative Assessment of Fluency, Comprehension, and Word Solving Skills Unit: Lesson: Story:	KEY Fluency Assessment: SC Self-Corrects O Omits S Substitutes I Inserts REP Repeats REV Reverses Comprehension Assessment: + Reader applies target skill independently ✓ Reader applies target skill with support -- Reader cannot apply target skill, even with support Word Solving Assessment P Uses Phonemic Strategies V Uses Visual Strategies M Uses Morphemic Strategies L Uses Linking Strategies I Uses Inquiry/Research to Determine Meaning of Words
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Name of Student	Fluency Assessment	Comprehension Assessment	Word Solving Assessment	Notes
	__SC __O __SUB __I __REP __REV	Skill of the Week: + ✓ --	__P __V __M __L __I	
	__SC __O __SUB __I __REP __REV	Skill of the Week: + ✓ --	__P __V __M __L __I	
	__SC __O __SUB __I __REP __REV	Skill of the Week: + ✓ --	__P __V __M __L __I	
	__SC __O __SUB __I __REP __REV	Skill of the Week: + ✓ --	__P __V __M __L __I	

Guided Reading Self or Peer Assessment Tool

Teacher: _____ Date: _____

Phase	Instructional Strategies Used	What I Saw or Heard
Introduction to Text	<p> <input type="checkbox"/> Activation of background knowledge <input type="checkbox"/> Students invited to share thinking <input type="checkbox"/> Students say and locate specific words in text <input type="checkbox"/> Students challenged to make connections <input type="checkbox"/> New vocabulary is revealed and used in contexts that establish meaning <input type="checkbox"/> Attention drawn to writer's craft <input type="checkbox"/> Attention drawn to authenticity or accuracy of text <input type="checkbox"/> Attention drawn to illustrations, tables, charts, or graphs <input type="checkbox"/> Attention drawn to text type Other: </p>	
Reading the Text	<p> <input type="checkbox"/> Fluency skills are defined and modeled for readers <input type="checkbox"/> Comprehension skills are defined and strategies are modeled for readers <input type="checkbox"/> Word solving skills are defined and strategies are modeled for readers <input type="checkbox"/> Readers are prompted to employ fluency skills <input type="checkbox"/> Readers are prompted to employ comprehension skills <input type="checkbox"/> Readers are prompted to employ word-solving skills <input type="checkbox"/> Fluency is assessed and findings are documented <input type="checkbox"/> Comprehension is assessed and findings are documented <input type="checkbox"/> Word solving is assessed and findings are documented Other: </p>	

Discuss the Meaning	<p>___ Students pose questions for clarification</p> <p>___ Students pose questions that prompt discussion and meaning-making</p> <p>___ Students are taught strategies for engaging in rich discussion</p> <p>___ Students question, infer, summarize, connect, visualize, determine importance, and synthesize what is read</p> <p>___ Students access text to respond to questions rather than basing responses on personal experiences or connections alone.</p> <p>Other:</p>	
Teaching for Processing Strategies	<p>___ Students revisit the text to reinforce comprehension, fluency, or word-solving skills</p> <p>___ Teacher provides explicit demonstrations of strategic actions using portions of the text</p> <p>Other:</p>	
Word Work	<p>___ Teacher models word analysis strategies</p> <p>___ Students engage in word analysis</p> <p>___ Students use manipulatives to engage in word study</p> <p>Other:</p>	
Extending Meaning	<p>___ Students use writing, drawing, or extended talk to explore any part of the text with greater depth.</p> <p>Other:</p>	

Assessment: Aligning Targets with Types and Thinking About.....Tech Tools

Learning Targets	Examples of Contemporary Tools			
	<i>Level 1: Selected Response</i>	<i>Level 2: Constructed Response</i>	<i>Level 3: Performance</i>	<i>Level 4: Conference</i>
↓	CPS Systems Google Survey Survey Monkey Text the Mob Moodle Wall Wisher Zoho Documents Poll Daddy Mindmeister Flashcards App for iPad Flashcards Deluxe Lite for iPad	Blog Posts Blog Comments Wiki Discussions Email Exchanges Ning Exchanges Etherpad Tweets Edmoto Replies Voicethread Comments Moodle Comments and Discussions Noteboard App for iPad Share Board App for iPad Write Essay App for iPad	Wiki Editing Comic Generators Digital Storytelling Scribus Mixbook Storybird Google Sketchup Prezi Animoto YouTube iMovie App for iPad Videolicious App for iPad StoryKit App for iPad	Skype Elluminate Live Messaging Chat Twitter Edmodo Adobe Connect Gogrok Livestream OpenSim Second Life Zoho Meeting
Knowledge Mastery	Traditional Assessment Tools			
	MC, True/False, Matching and Fill in the Blank can assess acquisition of knowledge	Constructed response can tap understandings of relationships among elements of knowledge		Can ask questions, evaluate answers, and infer mastery *Time Consuming
Reasoning Proficiency	Traditional Assessment Tools			
	Can assess understanding of basic patterns of reasoning	Written descriptions of complex problem solutions can provide a window into reasoning proficiency	Can observe students engaged in problem-solving and infer reasoning proficiency	Can ask a student to think-aloud or prompt with questions to probe reasoning
Skills	Traditional Assessment Tools			
	Can assess mastery of the knowledge prerequisites to skillful performance, but can't rely on these to tap the skill itself		Can evaluate the skills as they are being performed	Strong match when measuring proficiency of oral communication skills; teachers can also assess mastery of knowledge requisite to

			skillful performance	
Learning Targets ↓	Examples of Contemporary Tools			
	Level 1: Selected Response	Level 2: Constructed Response	Level 3: Performance	Level 4: Conference
	CPS Systems	Blog Posts	Wiki Editing	Skype
	Google Survey	Blog Comments	Comic Generators	Elluminate
	Survey Monkey	Wiki Discussions	Digital Storytelling	Live Messaging
	Text the Mob	Email Exchanges	Scribus	Chat
	Moodle	Ning Exchanges	Mixbook	Twitter
	Wall Wisher	Etherpad	Storybird	Edmodo
	Zoho Documents	Tweets	Google Sketchup	Adobe Connect
	Poll Daddy	Edmoto Replies	Prezi	Gogrok
Mindmeister	Voicethread Comments	Animoto	Livestream	
Flashcards App for iPad	Moodle Comments and	YouTube	OpenSim	
Flashcards Deluxe Lite for iPad	Discussions	iMovie App for iPad	Second Life	
	Noteboard App for iPad	Videolicious App for iPad	Zoho Meeting	
	Share Board App for iPad	iPad		
	Write Essay App for iPad	StoryKit App for iPad		
Ability to Create	Traditional Assessment Tools			
	Can assess mastery of the knowledge prerequisites to skillful performance, but can't rely on these to assess the quality of the product itself	A strong match can assess: a. proficiency in carrying out steps in creation b. attributes of the creation itself		Can probe procedural knowledge and knowledge of attributes of creations—but not quality
Dispositions	Traditional Assessment Tools			
	Selected response questionnaire items can tap student attitudes, behaviors, and inclinations	Constructed response can reveal embodiment and growth of dispositions	Can infer development of dispositions from behavior and products	Conversation can reveal development and growth of dispositions

This document is a work in progress and a synthesis of the thinking of these experts:

Churches, Andrew. Educational Origami. Wikispaces, Accessed February 24, 2010.
<http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>

Hayes-Jacobs, Heidi. Curriculum 21: Essential Education for a Changing World. Alexandria, VA: Association for Supervision and Curriculum Development, 2010

Stiggins, Richard J. Student-Involved Assessment, 3rd ed. Columbus, Ohio: Merrill Education, 2001

Essential Questions: Tips from Jamie McKenzie

Framing Essential Questions

Essential questions remove students and teachers from simply being information gatherers to actual consumers of information. Essential questions require students to make meaning from the information they have gathered by analyzing, synthesizing, or evaluating the information based on specific criteria they have set up through subsequent questions. The answers to essential questions cannot be found in a book or on a website. Students must construct their own answers and create new meaning from the information they have gathered.

Qualities of an essential question:

- ✚ Answers cannot be found, they must be constructed.
- ✚ They cast old knowledge, ideas, texts in a new light.
- ✚ They generate multiple answers and perspectives.
- ✚ They generate more questions.
- ✚ They lead to discovery and uncoverage, as opposed to simply covering a topic.
- ✚ They are engagingly framed.
- ✚ They are higher-order; they always take us to analysis, synthesis and evaluation.
- ✚ Students must go beyond the information given to develop their answers.

Putting Power Behind the Questions:

“Which one” questions ask students to collect information and make informed decisions. For example, instead of asking students to do a report on a particular disease, ask them which serious disease most deserves research funding.

“Which is best?” Comparisons require fresh thinking. Students will be unable to copy and paste their answers to these questions. Compare the writing style of three authors, the attributes of three simple machines, the cultures of three cities.

“How” questions ask students to understand problems, weigh options and propose solutions. For example, asking students to propose a solution on an environmental problem in our community is much more powerful than asking students to write a report on pollution.

“What do you suppose will happen” questions ask students to use the knowledge they have to look ahead and consider what is likely to happen. This requires them to make predictions based on a number of factors and then test those predictions. What do you suppose would happen if we did not have rules?

“Should” questions require students to make decisions based on evidence. Should the United States make English our official language? Should Berthoud build a youth center? Should stem cell research be funded?

“Why” questions require students to look at cause and effect relationships. It helps students get the core of an issue or problem. For example, “Why is the mortality rate higher in a third world country than another?”

English Language Arts Curriculum Mapping

Content	Skills	Assessments	Resources	Standards
<p>Content is defined as what students must know.</p> <p>These topics or concepts are most often articulated as Noun/Noun Phrase: Descriptor</p> <p>Examples:</p> <p>A. Literary Analysis: Author's Purpose</p> <p>B. Writing Process: Peer Review</p> <p>C. Blogging: Differentiating between commenting and complimenting on blog posts</p> <p>D. Research: Task Definition</p>	<p>Skills are defined as what students must do, relative to content</p> <p>Skills are typically articulated with a measurable verb, target, and descriptor</p> <p>Measurable verbs do not include demonstrate, understand, know, show, use.</p> <p>Targets describe the mode used to assess the skill. They include: in writing, orally, visually, aurally, manually, electronically, manipulatively, kinesthetically</p> <p>Descriptors provide explicit details that further refine content.</p> <p>Examples:</p> <p>A. Assess author's ability to inform readers in writing.</p> <p>B. Orally compose warm and cool feedback in response to the written work of a peer.</p> <p>C. Electronically compose high quality comments in response to posts written by peers.</p> <p>D. Define a community or school problem in writing.</p>	<p>Measurements of learning. All skills within each unit must be assessed.</p> <p>Assessment purposes include: F=classroom formative, occurring during guided practice, to inform instruction B=benchmark, provided to common groups of students by multiple teachers at a given moment in time to measure performance against a standard S=summative, occurring at the end of learning, to measure mastery</p> <p>Assessment types include: SR= selected response CR= constructed response P =performance C=conference O=observation</p> <p>Assessment tools are aligned to types according to function</p> <p>Documentation tools are aligned to types according to function. These are placed in parenthesis after the assessment type and assessment tool. Examples:</p> <p>A. F, CR Journal Entry (Rubric) B. F, O Podcast (Rubric) C. F, CR Blog Comments (Rubric) D. S, CR Research Thesis (Rubric)</p>	<p>Books, textbooks, novels, short stories, articles etc....</p> <p>A. Autobiography of Gerda Weismann Klein</p>	<p>Reading Literature (RL)</p> <p>Reading Informational Text (RI)</p> <p>Foundational Skills (RF)</p> <p>Writing (W)</p> <p>Listening and Speaking (LS)</p> <p>Language (L)</p> <p>Standard. Grade Level. Number</p> <p>Example:</p> <p>RL. 6.1= Reading Literature. Grade 6. Standard 1</p>

REFERENCES

This work has been influenced by the following people, who have shared their expertise through the publication of various texts, via presentations in different venues, and/or by coaching me directly.

Larry Ainsworth

Andrew Churches

Irene Fountas and Gay Su Pinnell

Heidi Hayes-Jacob

Giselle Martin-Knief

Jamie McKenzie

Anthony Petrosky

Richard Stiggins

Silvia Tolisano

Joanne Picone-Zocchia

